

District Leader INTERNSHIP PLAN – Remember this is a living plan and you may revise or add to your plan throughout the program as you and your site supervisors determine your professional development needs and the needs of your campuses and districts.



| Activity # ____ You may give the number corresponding to the 38 activities from the text to identify one of the activities. | TExES comp.#____ You must have activities that represent each of the 10 Superintendent competencies. | Summary of Activity - Describe the activity you plan on implementing or participating in during your internship – you may use any of the internship activities identified in the <i>School Leader Internship</i> , 2 nd edition, pp. 19 – 68. | Resource Person | Projected Date to be Completed |
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| 1 | 2 | Analyze the school's vision/mission statement as it relates to the school's master schedule. Determine if the vision statement is reflected in the reality of the master schedule. | Jeff Pack | December 2012 |
| 2 | 2 | Review the strategic plan for the district. Note the personnel involved in the plan's development, implementation, and evaluation. Investigate support and concerns from the various parties involved. | Vicki Mims | December 2012 |
| 3 | 2 | Review board policy and administrative regulations regarding data collection, assessment, and evaluation. Evaluate the degree to which the policy and/or administrative regulations | Laurie O'Donnel | December 2012 |

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| | | are being implemented. Write a reflective statement about ways in which the leader would seek to improve compliance in this area. The intern will prepare a policy/administrative regulation proposal for board consideration. | | |
| 5 | 2 | Choose a current issue in the district (504 testing accommodations). Use steps for issue resolution with a small group of concerned parties. Reach consensus for a plan to resolve the issue and/or critique on areas where the resolution failed. | Laurie O'Donnell Laurie Goforth | December 2012 |
| 6 | 2 | With permission of the superintendent, observe a district cabinet or district administrative team meeting where the leader plans to use collaborative decision making. Observe the leader's behaviors in outlining goals/problem definition, seeking information, providing information, clarifying/elaborating, challenging viewpoints, diagnosing progress, and summarizing. | Vicki Mims | May 2012 |
| 4 | 3 | Review board policy and administrative regulations regarding how communications will be managed in the district. Assess the level of compliance with policy/regulations, and write a reflective statement describing how | Robert Cobb | May 2012 |

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| | | communications might be improved. | | |
| 25 | 3 | Interview one or more persons involved in district public relations. The interview will include strategies for effective communication to and from the community and the issue of community politics. | Tammy Dowdy | May 2012 |
| 26 | 3 | Examine the current policy and procedures for parent involvement in the district. A brief summary of the district's initiatives in parent involvement will be included in the notebook. | Anne Gunning | December 2012 |
| 27 | 3 | Examine and evaluate the school library with regard to resources that address the heritage and values of culturally diverse populations. | Cheryl Tippit | December 2012 |
| 28 | 3 | Compile a list of social agencies that are available to help and support the students, faculty, and administration. | Jamie Harbuck | December 2012 |
| 29 | 1, 4 | Obtain a copy of the job description and evaluation instrument used for the principal position. Analyze the correlation between the requirements listed in the job description and the performance standards of | Renee Casey | May 2012 |

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| | | the evaluation. | | |
| 30 | 1, 4 | Find a retired educator or elderly community member, and conduct an interview. Focus on the oral history of the community and school system. Note significant events that effect the district today. | TBD | May 2012 |
| 31 | 1, 4 | Meet with a group of school staff members (e.g. secretaries, clerks, etc.) to discuss their perspectives of ethical/unethical behaviors employed by certified personnel in the district. Seek recommendations for policy changes, additional training, and/or consequences to ensure increased ethical practices by certified personnel. | MJHS Staff | December 2012 |
| 32 | 1, 4 | <p>Develop the following interpersonal skills throughout the school year:</p> <ul style="list-style-type: none"> - Acknowledges the accomplishments of others - Seeks to know and understand others <p>When leading meetings:</p> <ul style="list-style-type: none"> - Encourages others to participate - Encourages | Jeff Pack | May 2012 |

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| | | consideration of varying perspectives | | |
| 33 | 1, 4 | Review the board policy manual. Interview the assistant superintendent to discuss the compilation and updating process of the manual and the role of the board in the process. | Robert Cobb | December 2012 |
| 7 | 5 | Interview persons involved in the implementation of district curriculum. Describe the implementation process, and note successes and concerns/problems with its implementation. | Rhonda Parmer | December 2012 |
| 8 | 5 | Participate in the process of student class scheduling. | Jeff Pack | December 2012 |
| 9 | 5 | Observe one instructional assistant (academic coach). Note duties, time, and expertise in academic assistance to the students. | Shelby Cruse | December 2012 |
| 13 | 5 | Work collaboratively with one teacher in the planning and supervising of a cocurricular activity. | TBD | May 2012 |

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| 34 | 5 | Attend one special education meeting involving initial placement or annual review. | Trish Newby | December 2012 |
| 10 | 6 | Meet with a group of similar subject-area or grade-level teachers and review the current curriculum and lesson plans. Compile the amount of traditional, behavioral, cognitive, and experiential learning objectives used. Solicit methods for utilizing more cognitive and experiential objectives in the curriculum and lesson plans. | Laura Chaffiin | December 2012 |
| 11 | 6, 8 | Interview persons responsible for assessing technology software. Describe the process used. Evaluate the process used, and discuss concerns and any recommendations for improvement. | Trudy LeDoux | May 2012 |
| 12 | 6 | Form and lead a team of teachers to study and develop a plan for improving test scores. The area chosen should be an area of identified as a weakness in school achievement. The plan should be feasible but may require additional funds and/or a broader base of support for its implementation. | 8 th grade science teachers | December 2012 |

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| 16 | 6 | Examine the district discipline policy and provide an analysis of its strengths and weaknesses. | Robert Cobb | May 2012 |
| 36 | 6 | Compile a list of current issues that affect teaching and learning. Use research literature and perspectives from administrators, teachers, students, and parents in compiling the list. Assess the degree of importance and urgency for each issue. | Various | May 2012 |
| 14 | 7 | Collaborate with an experienced staff developer in one staff development activity. | Rhonda Parmer | December 2012 |
| 23 | 7 | Interview the person responsible for district personnel. Major requirements and issues to be discussed will include the planning, recruitment, selection, induction, compensation, evaluation, and dismissal of personnel. | Renee Casey | May 2012 |
| 18 | 8 | Review the job descriptions and evaluation forms for the key office personnel in the district (e.g. secretary, administrative assistant, attendance officer). Compare these to the actual work demands. | Various office staff | May 2012 |

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| 19 | 8 | Meet with the district attendance officer. Discuss the rules, procedures, and ramifications of attendance on law, finance, and general district operations. Assist in developing a truancy intervention plan. | Ernest Hubert | December 2012 |
| 24 | 8 | Interview the administrator responsible for the district finance/budget office. The interview will focus on administrative responsibility, guidelines, training, and any other major needs or concerns. | Ryan Boone | May 2012 |
| 37 | 8 | Contact several persons experienced in the superintendent position, and compile a list of professional associations, service organizations, and local, state, and federal agencies that provide expertise and service to the position. | TBD | May 2012 |
| 38 | 8 | Compile a list of books, publications, training manuals, and district or state publications used or recommended for the superintendent. | TDB | May 2012 |
| 20 | 9 | Meet with the director of maintenance to review job responsibilities and schedules of staff. Observe one custodian or maintenance person for a period of time. | Jimmy Anderson | May 2012 |

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| 21 | 9 | Interview the director of transportation to discuss current issues and needs for transportation. The discussion will include costs, maintenance, personnel issues, training and safety, and student problems. | Brian Cmaidalka | May 2012 |
| 22 | 9 | Interview the district director of food and nutrition services to discuss the current requirements, concerns, and issues of the program. | Judy Lee | May 2012 |
| 15 | 10 | Review board policy regarding innovations and change in the district. Select two or three readings from respected journals, and discuss the content with faculty and administration. Assess the degree to which change theory is used to facilitate innovation and changes in district programs and operations. | Robert Cobb | May 2012 |
| 17 | 10 | Participate in a career or educational program session with a counselor and a student. | Counselor | May 2012 |
| 35 | 10 | Choose a current issue in the district. Find two persons on either side of the issue. Meet with the persons, and devise a resolution. | TBD | May 2012 |

The Internship Plan is a brief, but specific, document indicating your overall approach to the Internship Program. Within this document, you will briefly identify the areas of activities you will approach and indicate which of the ten TExES Superintendent

Competencies and Quality Indicators are used with each. You will also provide a brief description of the activities, your resource person to be used, and estimated completion date for the entire plan. *As always, this is a living document and subject to update and change.*

District action research plan – Students may wish to add an action research plan to their Superintendent Intern Plan. You may use the two Action Research templates (School or Professional Improvement – SIP/PIP) Template, also located in your Resource Section. The action research is not a mandate, but we do encourage you to participate in district or campus initiatives that are part of your District or Campus Improvement Plan(s). You will be asked to report on your School Improvement Recommendations in your final course, EDLD 5399.